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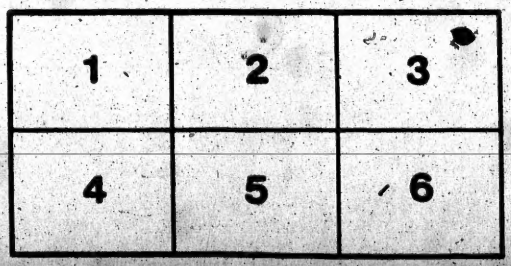

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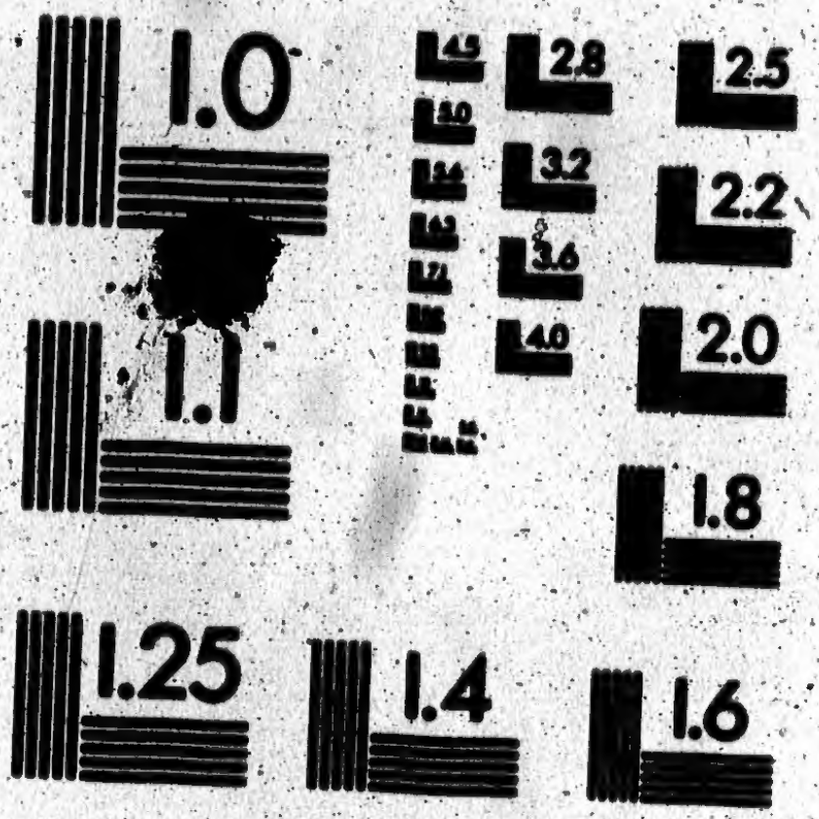

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ROYAL CANADIAN READERS.

PRIMER.

TORONTO
CANADA PUBLISHING COMPANY,
(LIMITED).

26150

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1883
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Pr
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PREFACE.

The Primer is adapted for teaching by the Alphabetic or by the Word methods, but it is especially intended to be taught by the Phonic system. It is constructed upon well tested principles, combining the best elements of the older and of the more modern educative ideas.

Experience has proved that the most satisfactory results in teaching reading have been attained by the phonic system, slightly and judiciously combined with the word method. The first few lessons, if constructed on a strictly phonic basis, are apt to be uninteresting or unnatural. It is therefore suggested, that the lessons of the first section should be taught by the word method, particularly as the learner may thus proceed from the representation of ideas by words—a simple mental effort—to the more difficult one—the representation of sounds by letters. To facilitate teaching by this method, the words to be taught *by sight* are introduced only as occasion may require from Lesson VIII to the end of the book.

Modified by the principle laid down in the preceding paragraph, the Primer has been written in a *simple and consistent notation*, using only one distinct sound of each of the consonants and of the simple consonant sounds represented by the digraphs *ch*, *sh*, *ng*, and *th*, (with some unimportant exceptions,) and of the most simply expressed vowel sounds, viz.:—short *a*, *e*, *i*, *o*, *u*; *ee*, *oo*, and *e*, *o*, *y*, as in *we*, *go*, *by*.

Every lesson is illustrated in such a manner as not only to impress it upon the mind of the child through the medium of the pictures, but with the object of facilitating expressive reading. It is suggested that the illustrations should be used as object lessons for exercises in oral composition. Teachers are also recommended to engage their younger pupils in conversation in the class, and to *talk with* them, not simply *to* them.

To prevent drawling, and to aid the child in the earlier stages to form the habit of reading *in thought* as well as *in word*, the phrases are distinctly separated from each other, thus: **the man set a net in the pit.**

The thoroughly tested series of seat exercises given in the lining papers at the beginning and the end of the book, will, it is hoped, be found practical and useful. Besides employing the pupil and affording a means of manual training, they are specially intended to assist the learner in acquiring power to distinguish the forms of letters and to enable him to name and remember them.

TORONTO, Nov., 1882.

NOTES TO TEACHERS.

The following notes, together with those appended to a number of the lessons in the Primer, are intended chiefly to assist young teachers, and to suggest to them the most useful exercises. The design, however, has not been to exhaust these exercises either in number or variety.

The method suggested in teaching the lessons may be thus outlined:—

1. Secure the interest and confidence of the child or class by conversation, the display of pictures, and the use of other simple means, before taking up the first reading lesson.

2. Turn to the picture of the Cat, make it the subject of conversation, point out the word *Cat* and teach its name. Drill on this word until every child in the class can name it when pointed out on the blackboard, tablet, chart, or primer, and can select it from among other words. A similar plan should be adopted as nearly as possible with every word to the end of Lesson VIII.

3. With Lesson IX, begin phonic analysis of words. Teach *at* as a word, then point to *r-at* on the blackboard or tablet, and pronounce it, dwelling on the sound of *r*, as *r-r-r-r-r-r-at*, then gradually shorten the separation between the sounds thus

r-r-r- *at*
r-r- *at*
r-at
rat

4. To drill on the sound of a letter, direct attention first to its form, and then require the learners to repeat a syllable which will bring out its sound strongly.

Thus for *bat* repeat *beb-beb-beb*, then *bĕ-bĕ-bĕ*, and afterwards the sound of *b* uttered once distinctly, and followed immediately by the sound of *at*; for *cat* repeat a syllable like *ca-ca-ca*, *kĕ-kĕ-kĕ*, and afterwards *kĕ-at*, *cat*; for *hat*, *hah-hah-hah*, then *hah-at*, *hat*; for *ng*, *ing-ing-ing*, then *s-ing*, *sing*; and so on with the other consonant sounds.

Teach the *name* of the letter after its *sound* is learned. Too much care cannot be exercised in indicating the sounds of those letters which have a different power from what their names suggest, such as *c*, *g*, *h*, and *w*.

6. With beginners going through the book for the first time, use the blackboard for teaching and the charts for class practice.

7. Pupils should be told the names of any words containing letters, the sounds of which they have not learned, so that they may be able to read such words at sight.

8. Before a pupil reads a sentence, he ought to be able to name readily, and in any order, all the words it contains. The words of a phrase should be read in a sharp, connected manner. Thus: "in the pit" ought to occupy about the same time in utterance as "innocent."

9. The illustrations are intended to be used as subjects of conversation with the children. In this way they become object lessons and supply the means of daily practice in oral composition. Answers to questions, as a rule, should be made in complete statements.

10. Every child should be provided with slate, ruler, and pencil; and should be taught ruling and simple drawing and then introduced systematically to writing and to the drawing of geometrical forms.

11. For the early spelling lessons, the pupils should be allowed to look on their books, or on the charts, while repeating the letters.

lessons
to them
ee exer-

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he first

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cat

my

big

cat big my

my cat big cat

big cat my big cat

LESSON II.

dog

black

my

black dog

my dog my big dog

black dog my black dog

my big black dog

The word *black*, although difficult to teach by the Alphabetic or Phonic method, is one of the simplest to be taught by the Word method, hence it is introduced here.

g

k

r

log

log

one of the.

LESSON III.

a
cat
and
a
dog

a dog and a cat

a cat and a dog

my big dog and a cat
a black cat and my dog
a big dog and a black cat

Avoid saying *a* dog, *the* hen. See note on phrase reading.

LESSON IV.

I

see

the hen

hen see I the black big

I see the hen I see a black hen
my cat a big hen the black dog
I see a cat the hen and my dog

LESSON V.

it is

an

egg

is it an egg

it is an egg a big egg
I see the egg is it a big egg
I see the black hen and an egg

en

ig
hen
dog
dog

g
g

LESSON VI.

boy has
can run
can the boy
has run

I can see the boy the boy has a dog
has the boy a black dog
the boy can run can the dog run

LESSON VII.

girl
hat
not

has not the girl a hat

the girl has a hat it is a big hat
the girl has not a black hat
I see the hat, is it not a big hat

LESSON VIII.

man boat in his

see the boat; it is a big boat.
it has a girl and a boy in it.
I see a man and his dog.
is the dog in the boat?
the dog has a hat.
has the boy in the boat a hat?
the boy has not his hat. the dog
has his hat. is the man in the boat?

---

a girl and a boy and a man

---

an egg. his hat.
my big dog. the boat.
a black hen. a big cat.

is

boat.
n it.

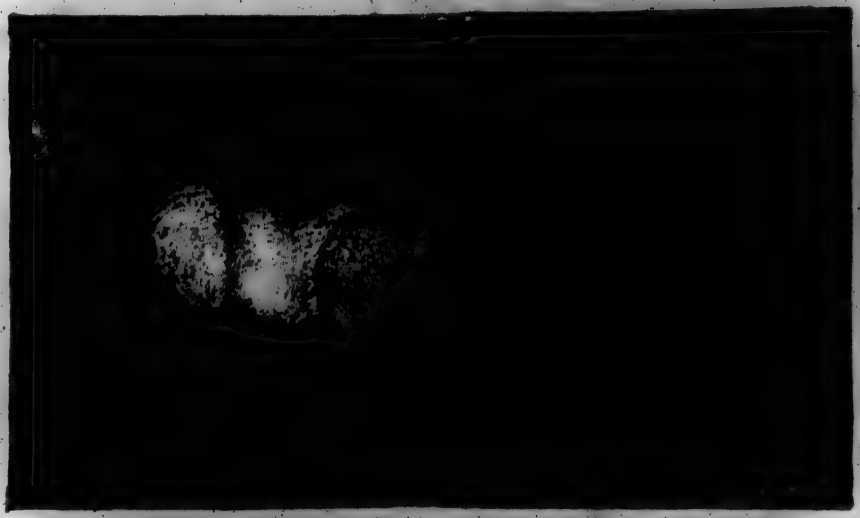
t?
dog
oat?

man

at.
oat.
cat.

LESSON IX.

Consonants with *at*.



r-	at	rat	**b-**	at	bat
c-	at	cat	**h-**	at	hat
f-	at	fat	**s-**	at	sat
m-	at	mat	**a-**	t	at

Teach Names *of Letters.*

r	**m**	**f**	**s**
f	s	m	r

a rat, a hat, a bat and a cat.
a big cat and a black rat.
I see the rat, the cat and the mat.
my fat cat can run at the rat.

LESSON X.

Teach Names of Letters.

b c h a t
a h t c b

Review of Words.—By Sight Only.

the is on in see can my big
black his not has run boy girl

Practice on Phonic Words.

cat mat rat hat bat fat sat
rat hat fat mat sat cat bat

Exercise.

the fat cat is on the mat.
is the rat in the hat?
the rat is not in the hat.
can the cat see the rat run?
the rat can see the fat cat run.
my cat sat on the big mat.
the cat on the mat is not black.
a boy can see his hat on the bat.
has the girl a big black hat?

Use the blackboard as much as possible for teaching, and the tablet or chart for class practice. The only new word in this lesson is *on*, which like *the, is, see, in, can, my, big*, is to be taught by sight only, *i. e.*, without spelling or analysis.

LESSON XI.

e and i.

m-et	met	m-it	mit
g-et	get	s-it	sit
n-et	net	p-it	pit
p-et	pet	k-it	kit
e- t	et	i- t	it

Teach Names of Letters.

n g e p k K i I

By Sight Only.

she calls to

Exercise.

the girl has a pet cat, she calls it Kit.
the boy calls Kit to sit on the mat.
set a net in the pit to get a rat.
the rat is not in the pit.
the girl calls to the dog to get it.
she can see the pet. It is a black cat.
the man I met in the pit has a net.
has the girl met my pet?
she calls Kit to sit in the pit.

Subjects for conversation—*net, pit, rat-catching.* Slate exercise—*ruling parallel lines*, as No. I writing page, and Nos. I, II, and III drawing page. Count objects and make strokes to the number of ten. To give variety, the pupils may be encouraged to make patterns or diagrams, using a ruler, with any given number of strokes up to ten.

LESSON XII.

Short Vowels with *o* and *u*.

p ot pot b ut but
n ot not n ut nut
l ot lot h ut hut
o t -ot -u t -ut
i I l o O u t T

By Sight.

so go
fire for
we us
put

Exercise.

It is so hot I can-not sit in the hut. I lit the fire but a boy put on the pot. I can see a bat. O let us go to see the net we set for the bat. The bat is not in the net. Is it in the hut? It has not got into the pot.

Note the sound of *u* in *put*. Subjects for conversation—*hot, lighting a fire, bat.* The words *lit, lot*, have not been used before, but the learner should know by this time the sounds of *i* and of *o* and *u*, and be able to pronounce such words with little assistance.

LESSON XIII.

Short Vowels with d.

- ad	- ed	- id	- od	- ud
b ad	f ed	k id	h od	b ud
h ad	b ed	d id	n od	c ud
s ad	r ed	b id	p od	m ud

D d b B f F h H

By Sight.

Fred of ran he

Exercise.

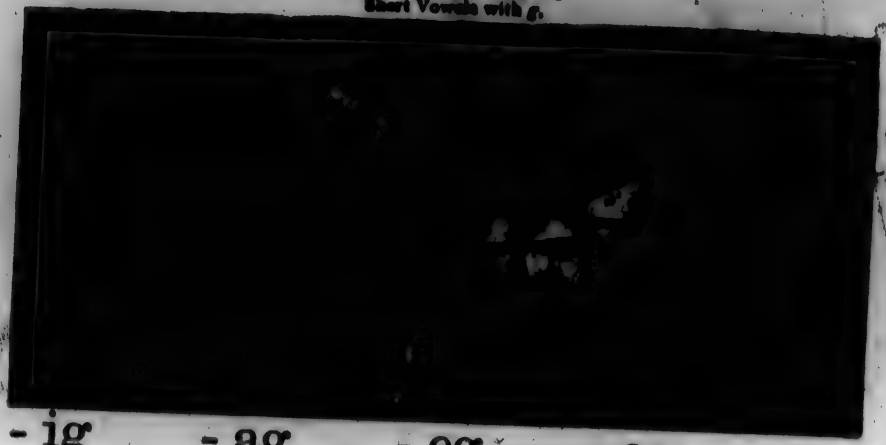
Fred had a pet kid. He had a bed for it. He fed the kid and put it in the bed. But, the kid got big, and Fred had to get rid of it.

It ran at a boy, and put the boy in-to a pit. The pit had mud in it. The lad got in-to the mud. He ran to cut a rod to hit the bad kid. Did the kid let the lad get the rod? It did not. So Fred is sad for he had to get rid of his pet kid.

The remark on Lesson XII applies here to *rid*, and *lad*, as well as to some words in future lessons. If the pupil has used his slate and ruler from the first, he ought now to be able to rule well enough to begin writing lesson No. 2. No new lesson, either in writing or reading, should be attempted until the preceding one is intelligently mastered. For writing, the pencil should be long enough to be held properly, or it should be placed in a holder.

LESSON XIV.

Short Vowels with *g*.



- ig	- ag	- eg	- og	- ug
g ig	w ag	k eg	d og	r ug
j ig	z ag	l eg	f og	t ug

g j w W z Z a A s S

By Sight.

by sky flash will

Exercise

See the nag run. A lad is in the gig. He has a big egg in the mug. His dog, Fag, got it by a log. The dog is by the leg of the nag. A pug is a dog. I see the lad and his pug. The sky is black. O see the zig-zag flash in the sky. Run nag, and pug, and dog. Will the lad in the gig get wet?

The remark on Lesson XII applies to *nag, Fag, log, pug*. Lead the pupils to talk about *clouds, lightning, rain*.

LESSON XV.

Long e and Review.

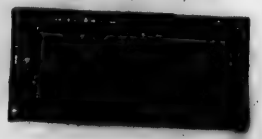
he me we be

By-Sight.

this that as was lives
far First Book school

Exercise.

He had to tug on the rod to get this



His pet can eat a nut.

This big sat on that

It was as black as black can be.

We can see the log hut. Fred Kidd lives in it. He is a big boy to be in the First Book. Fred can-not go so far to school. He can add 1 and 2, but he can-not yet add 4 and 5.

A pleasing variety can be given to the seat exercises by placing in the hands of the pupil a box of letters cut from paper or printed on thin card board and directing him how to make up the words of the lesson. This exercise is practicable in small schools.

LESSON XVI.

Short Vowels with *p*.

-ap
c ap
l ap
r ap

-ip	-op	up
l ip	h op	p up
d ip	t op	s up
s ip	m op	c up

p P g G c C

By Sight.

you yes out tree do him

Exercise.

Did you tap the tree? Yes. You can not sup the sap out of the cap. Get a cup. Dip the cup in the sap and sip it. Was the cup or the mug in the pot by the tree? Can the dog lap the sap? Yes, but do not let him. The man will put the sap in that black pot.

Oral composition—*maple-sugar making.* Counting objects or making strokes up to twenty *in various positions* that can be easily examined. Writing Lesson, No. 3.

LESSON XVII.

Short Vowels with *n*.

an	-en
f an	t en
p an	f en
m an	m en

in	-un
b in	g un
f in	r un
p in	f un

N n M m L l

By Sight.

your may eat put

Exercise.

Fan-ny, put on your hat for the sun may tan you. Ann has a tin pan. She will set it in the pen so that the hens may eat. Ann can get an egg for she has ten hens. It is a sin to hit a hen for fun.

Subjects for conversation—*the sun*, and *feeding the hens*.

LESSON XVIII.

Short Vowels with *b*, *r*, *ee*.

-ab	-ob	-ub	-ee
c ab	**r** ob	**r** ub	**s** ee
-eb	-ib	**c** ub	**f** eet
w eb	**r** ib	**h** ub	**n** eed

e ee E w W r R

By Sight.

when goes tied post

Exercise.

We met Will Webb in a cab. He had been to see Fred Robb. Fred has a pet rab-bit and a pet cub. It is fun to see the rab-bit hop to him when he goes to feed it. Fred has to keep the cub tied to a big post. The cub can go to the top of the post.

Talk about *rabbits* and *bear-cubs*. Reading the nine digits. One apple from ten apples? One from nine, &c.]

LESSON XIX.

Short Vowels with m.

am	-em	-im	
j am	h em	v im	
y am	-um	r im	-eem
h am	g um	r um	d eem
y	v	j J	s eem
			t eem

By Sight.

slate **does** **well** **then**

Exercise.

Tom has a sum on his slate. See him, he does not seem to add as well as Jim. Tom has put "**jam, hem, vim, and deem**" at the top of his slate but he will not add the sum. Tom, be a man, add it up, then you may see the cub in the pit.

Copy capitals in print on slates, (see inside of cover,) also *jam, hem, vim, deem.* Writing the digits. Review counting—by units to 30, by tens to 100.

LESSON XX.

Short Vowels with *r*; *o*, as in *go*.

-ar	h er	or	-ur	-o
b ar	-ir	f or	c ur	s o
c ar	f ir	n or	p urr	l o

bit-ter sum-mer sup-per
run-ner hot-ter win-ter

By Sight.

One day with dish sled good

Exercise.

One bit-ter day in win-ter May had to go for but-ter, so she put on her fur cap and mit-tens and got her dog Ro-ver to go with her. May set the but-ter in a dish on the sled. May is a good run-ner. She had to run to get the but-ter for sup-per.

Copy fourth and fifth lines in print capitals. Writing Lesson No. 4. What can dogs be taught to do?

LESSON XXI.

Short Vowels with *x*; *y* as in *by*.

x X

v V

y Y

-ax	-ex	-ix	ox	-y
t ax	l ex	f ix	b ox	b y
l ax	s ex	s ix	f ox	m y

By Sight.

lie if went said bite

Exercise.

Pe-ter Dix-on has a pet fox. He calls her Vix. Vix has a box for a bed. A rug is by the box for her to lie on. One day I took one of my six pet rab-bits and went to see Pe-ter. Vix got at my rab-bit and bit it on the leg. Pe-ter hit it and said "Fy, fy up-on you, bad Vix." Vix is a red fox, and she will bite you if you vex her. She is tied up sum-mer and win-ter. Her box is her den.

Exercise.—Supplying ellipses in sentences put on the blackboard in print capitals; example,—VIX——NOT IN HER——.

LESSON XXII.

Review. | *By Sight.*

Is that a gig? grow
No, it is a wag-gon.
Let us go to din-ner. saw
We had sup-per at six.

Max Kidd said he met a man with six fat ox-en. The man had a dog with him that he calls Jip. Jip is a good run-ner. He will not bite if he is tied up.

Let us go to get our big dog Jip; he will put the pig out of the gar-den. We will dig up a big sod in the gar-den, and put in cot-ton seed to see if it will grow in the sum-mer.

Ann sat on a mat in the sun to add up her sum. She had her hat for a fan. The kit-ten saw her, and ran to her. It be-gan to purr and rub her feet. Ann did not add up her sum, for she put the kit-ten in her hat, and went to get her sup-per.

Oral composition—*Gig, waggon, meals, cotton.* Review counting to 50, writing to No. 5, and drawing to XVI. The use of a ruler in the Drawing Lessons is recommended.

LESSON XXIII.

Short Vowels with *ll*.

By Sight.

Mr.

Bull

pull

all	-ell	-ull
c all	**b** ell	**d** ull
h all	**d** ell	**l** ull
ill	-oll	
f ill	**d** oll	

Exercise.

The tall man Max met with the six ox-en was Mr. Bell, the mill-er. The ox-en pull the wag-gon to the mill. We can see the rill run by the mill. It is ten feet deep at the mill dam, and one day Ell-en Bell fell in. The men all ran pell-mell with Mr. Bell and his dog, Bull, to pull her out.

Teach pupils, from the blackboard, to *read* script letters from *a* to *m*.

LESSON XXIV.

Short Vowels with ss.

ass -ess -iss -oss -uss

l ass l ess **k** iss **t** oss **p** uss

un-less dul-ness car-ess

By Sight.

made mouse a-gain cow

Exercise.

Bess-ie made a bed of moss for puss. Miss puss will not let the dog pass.

One day puss got a mouse. She made a big fuss o-ver it. She did toss it up and let it fall, and then get it and toss it up a-gain.

Bess-ie had to go for the cow. She has puss with her. "Co-boss; co-boss;" she calls the cow.

Writing Lesson No. 7. Write elliptical sentences on the blackboard to be copied and filled up. *e. g.* BESSIE ——— ——— GO ——— ——— COW. ——— *CALLS HER* ——— ———. Make a column of all the pairs of numbers whose sum is 5; is 6; &c. Counting by units to 100.

LESSON XXV.

Short Vowels with *s* and *z*.

as	-es	-s	-zz
h as	mix-es	mug s	buzz
is	toss-es	hen s	fizz
h is	pass-es	doll s	doz-en

By Sight.

walk two them they fly

Exercise.

Har-ry Kerr and his sis-ter Liz-zie go for a walk. The two dogs, Jip and Fag, go with them. Jip is in the riv-er, but Fag sees two rab-bits and runs af-ter them.

Liz-zie has a bas-ket with a doz-en eggs in it. She sees a big bee in the bas-ket. Bees buzz as they fly.

Talk about *flowers* and *bees*. Teach pupils from blackboard or chart to *read* the scriptletters from *m* to *z*. Note the irregular sound of *o* in *dozen*.

LESSON XXVI.

ff	*ck*	*qu*
-uff	deck	pack
r uff	rock	quack
p uff	pick	kick
c uff	duck	quick

quill queer queen

q Q u U

Exercise.

Nellie Quick has a ruff for her neck and a black fur muff.

Nell-ie has a pet dog. She calls him Jack. He can go in-to the riv-er.

Six-teen pecks will fill the sack.

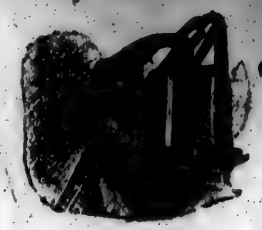
The ducks cry, Quack, quack.

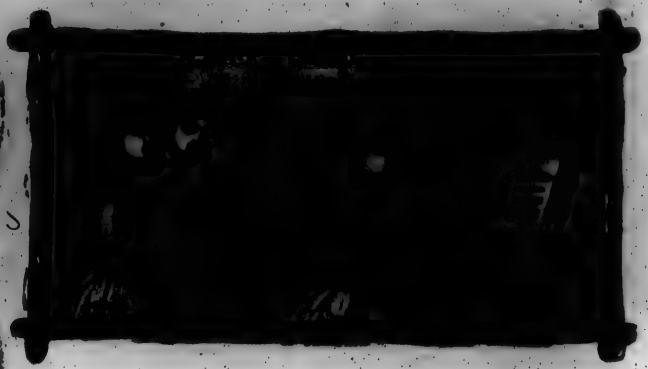
The Queen has a quill for a pen.

Quaff off the cup.

LESSON XXVII.

ng and oo





-ang -ing -ong
f ang w ing g ong
g ang k ing t ong s
-ung h ung l ung s -oo t oo s oon

roof hook cool poor boot

By Sight.

they are out says

Exercise.

Nel-lie Long sings well. Her sis-ter is a good sing-er too. They are sing-ing songs out of the song-book.

Lit-tle Fred says he will soon sing this song:

Ding dong dell,
Puss was in the well:

It is noon, the bell has rung for din-ner.

Writing Lesson No. 10. Adding by units to 100. Take 1 (bean) from 20 (beans); 1 from 19; &c.

LESSON XXVIII.

Short Vowels with *sh*.

	shall	ash
	shot	lash
	sheep	dash
	shed	-ush
	ship	rush
shin	shiv-er	gush

By Sight.

glass that this you them

Exercise.

I wish we had a red fish and a big glass dish to keep it in.

O see the red fins on the fish in that glass.

Men go in ships to get fish.

I have shell-fish in this bas-ket.

Shall I let you look at them?

I got them at the shop.

REVIEW NAMES OF LETTERS.

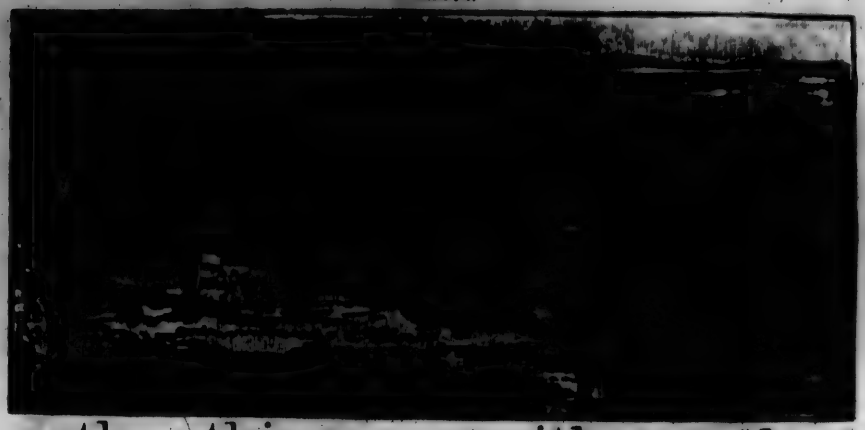
Spell (looking on the page) *and pronounce*:

back	fy	jar	long	map
	quiz	shot	vex	wed

Oral composition—*fish, keeping fish, globes, catching fish.* Subtracting by units from 50.

LESSON XXIX.

th and th.



path	thin	with	than
lath	thick	with-in	them
moth	thong	rath-er	this
hath	thun-der	both-er	thus

By Sight.

game have through now

Exercise.

The boys are hav-ing a game of ball. They have a thick lath for a bat. Tom has the bat now. Seth and Arthur are run-ning a-long the path. Seth has to run back or he will be put out. Run, both of you, run!

See them run through thick and thin,
Now rush out and then dash in.

The script is for reading, not for copying.

LESSON XXX.

ch and tch.

chat	match	fetch	rich
chop	patch	pitch	such
chip	latch	notch	much

Exercise.

This lad at noon got a chick in a ditch, so he is go-ing to patch up the hen-coop to keep it in. He tells his sis-ter to fetch him a hatch-et. He has made a latch out of a bit of lath. He has to chop a notch in the lath to get it to fit. His sis-ter will fetch food for the chick; it will not need much.

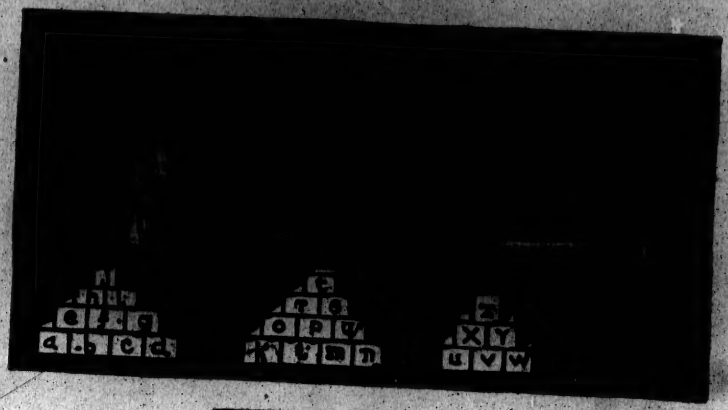
Review in Naming Letters:

a b c d e f g h i j
A B C D E F G H I J

k l m n o p q r s t u
K L M N O P Q R S T U

v w x y z
V W X Y Z

LESSON XXXI.



By Sight.

try **say**

Exercise.

I can tell all the let-ters now, ten, and ten, and six of them. I see **i** has a dot o-ver it, so has **j**. I will try not to for-get **b** and **d**, **p** and **q**, **B d, q p, d b, p q**. That is **u**, this is **n**. I can say all of them with the book shut: **a b c d e f g h i j k l m n o p q r s t u v w x y z.**

For Reading.

It is bet-ter to be good than rich.

The exercises in ruling, drawing print-capitals, composition, counting, and writing, outlined in the preceding footnotes indicate the work that may in most cases be done along with the first reading on charts. By the time the lessons are reviewed the work on the writing and drawing pages can be fully organized.